THE SELF-CONCEPTS OF ELEMENTARY STUDENT TEACHERS IN THE CHILDHOOD EDUCATION PROGRAM AT THE UNIVERSITY OF FLORIDA

By

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To my beloved

parents and husband

who had faith in me every step of the way.

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The purpose of this study was to determine whether a relationship existed between the Childhood Education Program at the University of Florida and the self-concepts of its students. The Childhood Education Program, officially adopted at the University of Florida in 1973, is a humanistically oriented form of teacher education predicated on principles of perceptual psychology and designed originally by Arthur Combs and his colleagues.

At the time this research was conducted, the Childhood Education Program was divided into two divisions within itself called Team II and Team IV. Upon admission, students were randomly assigned to a team on a space available basis. Although the teams were established under the same humanistic philosophy and basic principles, differences existed in several of their components.

The seminar, a home base for each student, is the unifying feature of the Childhood Education Program. When a student enrolls, he is assigned to a seminar. The seminar, a group of approximately 30 students divided into two discussion groups of 15 students each meets weekly. One of the goals is to maintain the same seminar leader for the duration of

enrollment. New students are assigned to the seminar each quarter and a helping relationship is established between experienced students and newcomers.

The sample for this research consisted of 236 of the total 261 teacher trainees enrolled in the Childhood Education Program during the spring and fall quarters of 1979.

The Tennessee Self Concept Scale was administered to each student. A questionnaire was also utilized to obtain information concerning the number of quarters a student had been registered in the program and the corresponding seminar leader during each quarter.

The data were analyzed with analysis of variance and a linear trend analysis. The level of significance was established at $p < .05$. If the variables had proven significant, a dependent t test would have been conducted.

In light of the findings, the following conclusions were drawn:

1. By grouping students according to the number of quarters they had been enrolled in the Childhood Education Program, it had been hypothesized that self-concept scores would be significantly higher with each quarter a student remained in the program. An analysis of variance and a linear trend analysis indicated no significant differences in self-concept among any of the quarters. It is therefore concluded that the self-concepts of students did not improve during their period of enrollment in the Childhood Education Program.

2. The analyses yielded no significant differences in mean self-concept scores between Team II and Team IV students.

3. The evidence suggested that there are no significant differences in self-concepts among students working with different seminar leaders.

4. It was postulated that the fewer number of seminar leaders to whom a student had been assigned, the higher the student's level of self-concept would be. No significant differences were noted in self-concepts between students having one seminar leader and those having more than one seminar leader.

These findings present a challenge to the major assumptions of the Childhood Education Program. While the program is effective in many ways, its one goal of improving self-concept seems not to be achieved. It is recommended that further research be conducted with other self-concept testing instruments to gain additional information about the relationship between self-concept and students in the Childhood Education Program at the University of Florida.

CHAPTER I

INTRODUCTION

In their book Humanistic Teacher Education, Combs, Blume, Hedges, and Wass (1974) stated, "If the self-concept is as important a determiner of behavior as research suggests, teacher education must actively apply what is known about it. Research on effective helpers clearly demonstrates that such people see themselves in positive ways--as being liked, accepted, able, dignified, and worthy" (p. 9). It was suggested that the approach needed to produce student teachers with positive self-concepts was to treat students so that they felt accepted, liked, and successful. Rather than advocating a right teaching method in curriculum courses, each student, being an individual, must discover acceptable methods and techniques that felt comfortable to his personality and background. The student teacher was encouraged to accept the role of a facilitator or consultant in lieu of a disseminator of information.

This certainly was not the ideology of the traditional teacher education program. Therefore, in 1969 an experimental humanistic teacher education program predicated on the philosophy of Arthur Combs was instituted at the University of Florida. Upon revision and modification, the humanistic teacher education program was officially adopted in 1973, and has been since known as the Childhood Education Program.

One major responsibility of faculty members in the Childhood Education Program is assisting students in cultivating positive self-concepts. This is accomplished through a warm atmosphere of communication, encouragement, and understanding. Attention is focused upon how student teachers feel, think, and believe. Each student, being respected as an individual, is given the opportunity to become an active participant in the decision making and direction of his educational experiences.

Although self-concept is the foundation of the Childhood Education Program, research does not exist to examine how students perceive themselves as they proceed through the Childhood Education Program. If the initial intention of this innovative humanistic teacher education program is being realized, a teacher trainee's self-concept should ameliorate as he is exposed to the security and acceptance of the curriculum.

An Overview of the Childhood Education Program

The Childhood Education Program is based upon ten years of research by Arthur Combs and his associates at the University of Florida. The program is humanistic in orientation and contains three important components: the field experience, the substantive areas, and the seminar.

The Field Experience

The field experience gives childhood education majors the opportunity to work in cooperation with public school teachers and elementary children for approximately five quarters. Since all students do not enter the Childhood Education Program with the same competencies, each

student is afforded the opportunity to experience a variety of classroom approaches in contrasting educational environments. As a teacher trainee progresses through the program, the amount of time the trainee is required to be in the field placement increases along with the depth of responsibility.

Although formal supervision of childhood education majors does not exist in the field placement, a university faculty member does serve as liaison to the elementary school and visits the classroom when requested by a classroom teacher or teacher trainee.

The Substantive Areas

The substantive areas include science, mathematics, social studies, music, art, reading, language arts, curriculum, and psychological foundations. The purpose of the substantive areas is to help students gain and exchange information and ideas through many learning styles, stimulate intellectual growth, and develop techniques and methods necessary to teach the subject areas of the elementary school curriculum.

The substantive faculty member distributes at the first meeting, called the orientation, a list of learning activities which the teacher trainee must complete. Many activities are required of all students, while choices from alternatives can be made for others. Activities proposed by the student to meet his individual needs are encouraged. In many cases, interdisciplinary learning activities can be negotiated as an in-depth project in lieu of several shorter learning activities.

Each student works at his own pace and chooses among alternative methods of completing the activity. Methods might include an

independently written paper, a conference with the substantive area faculty member, or a cooperative study group.

Students are given written notification for the successful completion of each activity. However, if the activity is unsatisfactory, the student is instructed as to the modifications that need to be made for rectification before resubmitting the activity for satisfactory evaluation.

Upon completion of an area, the substantive area leader provides the student with a written evaluation indicating the student's proficiency within that area.

The Seminar

The seminar, a home base for each student, is the essence of the Childhood Education Program. When a student enters the program, he is assigned to a seminar. The seminar, a group of approximately 30 students divided into two discussion groups of 15 students each, meets for two hours weekly. These cohesive groups remain together for as long as the students are registered in the program. New students are assigned to the seminars each quarter. The helping relationship continues as experienced students assist the new students.

Activities in the seminar vary according to the needs and interests of the students. The seminar does provide open discussion about educational theory, practices, and methods, in an atmosphere of cooperative learning. It is essential that the seminar provide support and encouragement to each student in a nonthreatening climate. Inasmuch as an atmosphere of informality is important, seminar meetings are often held in homes and apartments of students and faculty members as well as in classrooms.

The seminar leader assumes the role of facilitator and counselor to each childhood education major assigned to his seminar and maintains close contact with the student throughout his program.

The seminar is a unique part of the Childhood Education Program and a facet that students and faculty find genuinely rewarding.

Other Program Features

Letter grades are not given, but instead a satisfactory-unsatisfactory type of evaluation is used. A contract is created between the students and the seminar leader at the beginning of each quarter. The contract specifies the number of learning activities to be completed in the substantive areas, the successful completion of the field experience, and the attendance at seminar meetings. At the conclusion of each quarter, the student and the seminar leader meet in a conference to determine how effective the student has been in achieving the contract. The satisfactory-unsatisfactory grading system removes competition and lays the foundation for a cooperative learning environment. With competitive grading removed, students are more willing to share ideas and experiences related to mutual learning.

Teacher trainees are involved in the decision making process through biweekly team meetings. Team meetings are composed of student representatives from each seminar, substantive area faculty members, seminar leaders, and any other students from the Childhood Education Program who choose to attend. At the meeting, problems are introduced and discussed and decisions are made for the overall program. Students vote on issues along with faculty members. Team meetings cause teacher

trainees to feel that they are worthwhile, contributing members of the decision making process.

Informality can be seen in many features of the program. Seminars meet in student apartments or faculty homes so that a warm, friendly atmosphere prevails. Students are also welcome to visit with faculty members in their offices or call them at home to obtain assistance. In many instances, faculty members prefer to be addressed on a first name basis.

Along with informality, the Childhood Education Program also provides for flexibility. Teacher trainees are given opportunities to progress at varying rates of speed. The content and experiences of the program are geared to student needs and students are involved in the planning of their educational experiences.

Team II and Team IV

At the time this research project was conducted, the Childhood Education Program was divided into two teams, Team II and Team IV. Students, upon entering the program, were assigned to a team through the Office of Student Services of the College of Education. This was done randomly on a space available basis. It should be noted that between 1969 to 1976, five teams existed within the Childhood Education Program. However, due to the declining enrollment of elementary education majors at the University of Florida and modifications within the Childhood Education Program, by 1978 all teams except Team II and Team IV were eliminated.

Although Team II and Team IV were established under the same humanistic philosophy and basic principles, differences do exist within several components of the program (Table 1).

Students in both teams enroll for blocks of credit totaling from 61 to 66 quarter hours at the time of completion. All of the credit is evaluated on a satisfactory-unsatisfactory basis. Childhood education majors also enroll for professional preparation courses in physical education, health, math for educators, reading, social foundations, speech, and children's literature.

The Childhood Education Program is an ever changing form of teacher education. However, the major benchmark of teacher education at the University of Florida is to turn out skillful, dedicated teachers who are committed to their profession and to the education of children. The Childhood Education Program advocates this philosophy using a teacher training program based upon the self as the important determiner of behavior.

The Problem

The problem for this study was to answer the question "What is the relationship between the Childhood Education Program at the University of Florida and the self-concepts of the students enrolled in that program?"

More specifically, the following hypotheses are stated:

Hypothesis 1. The Childhood Education Program will improve self-concepts.

TABLE 1

DIFFERENCES BETWEEN TEAM II AND TEAM IV

	Team II	Team IV
Seminars	Students are assigned to a permanent seminar during their first quarter in the Childhood Education Program.	All new students are assigned to one leader in order to assist them in obtaining a thorough understanding of the operation of the program. The students are then assigned to a permanent seminar leader commencing with their second quarter in the program.
Community Experience	Sixty hours of volunteer service to the community are required before a student begins the quarter of full-time student teaching.	Community experience is not required.
Field Experience	Students in Team II and Team IV use different Alachua County Public Schools.	
Retreat	There is no retreat.	This quarterly event brings faculty, students, and resource persons together for a day of enrichment. The topics of the retreat are decided upon and organized by a committee of students with the help of a faculty advisor.

TABLE 1

Continued

	Team II	Team IV
Supervision During the Final Quarter of Student Teaching	Supervision is at the seminar leader's discretion.	The seminar leader visits the student at least one time during the full-time student teaching.
Final Evaluation	Final evaluation is at the seminar leader's discretion.	During the student's final quarter, the student meets with the seminar leader and either the public school supervising teacher and/or a faculty member from the Childhood Education Program to review the student's progress through the program.

Hypothesis 2. A significant difference in self-concept will exist between Team II and Team IV students of the Childhood Education Program.

Hypothesis 3. There will be a significant difference in self-concepts among students working with different seminar leaders.

Hypothesis 4. The fewer number of seminar leaders to whom a student has been assigned, the higher will be the student's level of self-concept.

Scope of the Study

This study was confined to a total of 236 students in the Childhood Education Program at the University of Florida during the spring and fall quarter of 1979. The Tennessee Self Concept Scale developed by Fitts (1965) was administered during the spring quarter, 1979, to 115 students in Team IV. The 121 students of Team II were given the test during the fall quarter, 1979. Since it was not feasible to make the testing situation mandatory, 10 students in Team IV and 15 students in Team II chose not to participate in this research procedure.

For the purposes of this research, a student was identified as having entered the Childhood Education Program when the initial registration for learning activity credit within the substantive areas and also a field placement were fulfilled. In computation of the number of quarters a student participated as a member of the Childhood Education Program, the summer quarter as well as the fall, winter, and spring quarters was included. According to the guidelines of the Childhood Education Program, Team II students are assigned to a seminar during

their first quarter in the program while Team IV students are not assigned to a seminar leader until their second quarter in the program. Therefore, in determining the number of seminar leaders to whom a student had been assigned, the calculations began with the first quarter in the program for Team II and the second quarter in the program for Team IV. The summer quarter seminar leader was eliminated in determining the number of seminar leaders to whom a student had been assigned due to the reduction of faculty during the summer quarter and the resulting necessity to shift students to other seminars for this quarter only.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

A basic tenent of perceptual psychology is that an individual's perception determines human behavior. Self-concept is the most important perception among many. Teacher education must be deeply concerned about the developing self of the student teacher. Combs, Blume, Newman, and Wass (1974) state, "How a teacher behaves after he leaves the portals of his college will be largely determined by how he has learned to see himself and his relationships to students, his subject matter, his administrators, and the profession of teaching itself" (p. 18).

Combs, Blume, Newman, and Wass (1974) in their book The Professional Education of Teachers cite studies which describe how good teachers see themselves (pp. 80-86, 91-92).

1. Good teachers see themselves as identifying with people rather than withdrawn or alienated from others.
2. Good teachers feel basically adequate rather than inadequate.
3. Good teachers see themselves as reliable, dependable, and trustworthy.
4. Good teachers see themselves as wanted, likable, and attractive in a personal sense.
5. Good teachers see themselves as people of dignity and integrity.

Combs believes that the manner to produce improved self-concepts

of student teachers is to treat these students in an accepting style so that they can accept themselves, while at the same time providing the student with successful experiences. This has been the goal of the Childhood Education Program at the University of Florida.

There has been a scarcity of studies in the area of self-concept in teacher education programs. A few studies have examined the effect of student teaching on self-concept, the result of socio-economic student grouping on teacher self-concept, and the effects of differing supervisory styles. Other research has examined the consequences of short term training for self-actualization on self-concept. No research, however, has been conducted to analyze whether teacher training programs can purposely affect self-concept change.

Effects of Student Teaching on Self-Concepts

Although there has been extensive research in the area of attitude change in beginning teachers, limited attention has been given to changes which take place in their self-attitudes. Through the use of a semantic differential pretest and posttest, Coulter (1974) found that the self-concepts of secondary student teachers shifted in the direction of a self-view characterized by less warmth, less orderliness, and less happiness after the teaching experience. To this extent, the study

indicated that school experience did little to enhance the professional self-image. Changes in self-image were more pronounced toward the negative direction when students were moved directly into difficult instructional situations which were not appropriate to their stage of professional development.

A study by Picht (1970) was performed to determine if any significant relationships existed between selected measures of self-concept of student teachers and evaluative ratings of their effectiveness during student teaching. Measures of self-concept were obtained through the use of the Index of Adjustment and Values, and evaluative ratings of student teaching performance were gathered by the use of the Supervisor's Evaluation Student Teaching Form. The conclusion reached was that self-concept and self-acceptance scores did not statistically predict ratings of effective student teaching performance.

Dumas (1969) selected prospective teachers in English, social studies, science, math, and physical education to determine the cumulative effect of the student teaching experience upon self-perceptions. Using the Fiedler Interpersonal Perception Scale at the beginning and completion of student teaching, it was observed that 27% of the sample viewed themselves with less favor at the completion of student teaching than at the beginning, 2% were unchanged, while 71% of the sample demonstrated a more favorable perception of self at the completion of student teaching. The most startling relationships were found in English and physical education. Student teaching in English was associated with the development of more favorable self-perceptions, while physical education student teachers indicated a strong tendency towards a negative change in self-concept.

Seidman (1970) used the Tennessee Self Concept Scale and an interaction analysis scale to determine that self-concepts of elementary student teachers have an effect upon classroom verbal interaction. The findings showed that student teachers with high self-concepts engaged in classroom behaviors that were less directing and less controlling than student teachers with low self-concepts.

The Resultant Effect of Socioeconomic Factors

Recent research brings to light factors that influence the self-concepts of beginning teachers. Burgy (1972) has shown through the identification of situational components that student teachers who worked with heterogeneous classes in terms of socioeconomic status produced greater increases in their self-concept. Lower socioeconomic status of students produced some increases in student teacher self-concept, and classrooms with a higher socioeconomic status of students produced a decrease in the student teacher's self-concept.

Louisiana State University (1972) conducted a study using a group of student teachers assigned to the Louisiana State University Laboratory School and a group assigned to the inner city schools in the community. At the beginning and end of the semester, both groups of student teachers were asked to respond to two Likert type rating scales: self as a person and self as a teacher. Positive changes occurred during the teaching experience for 75% of the participants. A greater growth in self-concept occurred on the part of the inner city student teachers than was the case with those assigned to the laboratory school.

To replicate a previous series of studies that showed sharp declines in self-concepts among practice teachers in lower class schools, Walberg, Metzner, Todd, and Henry (1968) tested a group of elementary education students with semantic differential and bipolar phrase scales before and after their experiences of tutoring in the inner city schools. Another group was tested with the same semantic differential and bipolar phrase scales prior to and after their practice teaching in suburban schools. The findings supported the hypothesis that middle-class student teachers had declining self-concepts when they encountered the social realities of poverty in the inner city schools. On the other hand, practice teachers in affluent, suburban schools, although declining on some aspects of professional self-concept and attitudes, appeared to derive more personal satisfaction from their teaching. Significant declines in self-concept occurred during practice teaching of all groups. The decline in self-concept supported the hypothesis which suggested that a conflict between the need to be close to children and the role demand to establish authority and discipline brought about lowered self-evaluation in the professional role of the teacher.

Self-Concept: A Comparison Between Groups

Data have been collected to compare student teacher self-concepts to differing standards. Bown, Fuller, and Richek (1967) compared elementary student teachers to secondary student teachers using the Brown Self Report Inventory. Elementary student teachers scored higher on the Children Scale (items liking or valuing children or the satisfaction derived by the subject in relationships with children) and on

the Total Score which included self-concept. The psychological meaning of Total Score may be rendered as the positiveness with which the respondent perceives the self and others.

Hamacheck (1978) reported a study of teachers' characteristics involving 6,000 teachers and 450 school systems. It was found that there were differences between the self-related expressions of high emotional stability teachers versus low emotional stability teachers. The emotionally stable teachers were more apt to report self-confidence in themselves and said they liked active contact with people. On the other hand, teachers with lower emotional maturity scores expressed less self-confidence.

Wilson (1972) obtained scores on the Tennessee Self Concept Scale with three groups of college students: a group of noneducation majors, a group of education majors without student teaching experience, and a group of education majors who had been identified as having had a positively rated experience during student teaching. Student teachers showed greater positive feelings of self. Education majors without student teaching experience were more consistent in their view of self when compared with noneducation majors.

Using the Tennessee Self Concept Scale, a group intelligence test, and school grades, Milgram and Milgram (1976) compared the self-concepts of students preparing to teach in preschool, early childhood, elementary, secondary, and special education. Secondary majors reported the most positive self-concept. The rank order from highest self-concept to lowest was as follows: secondary, elementary, early childhood, special education, and preschool. These findings attested to the importance of

attracting people with more positive self-concepts to teaching the younger levels and special education.

Finally, Dumas (1969) found that student teachers who worked with "slow learners" in an ability situation tended toward substantial improvement in self-concept.

Supervision

It has been shown that certain factors have been associated with an increase in self-concept during the student teaching experience. Burgy (1972), looking at situational components and supervisory practices, indicated that student teachers who had college supervisors with five or six years of successful teaching experience showed the greatest increase in self-concept. Here, clearly the implication was that experience counts in the selection of college supervisors.

Additionally, an increase in the student teacher's self-concept was found to be related to the supervisory practices of college supervisors. Student teachers whose supervisors scheduled their observations well in advance showed a marked increase in self-concept while those who never knew when the supervisor might appear for an observation showed a marked decrease in self-concept. The supervisory practices of college supervisors that had no influence on a student teacher's self-concept included the number of observations made, frequency and type of conference held, and the day and time of the week the observations were made.

Passmore (1971) conducted an investigation concerned with the problem of determining the relationship which might exist between self-concept, personality characteristics, and success in elementary

student teaching. The subjects were administered two self-concept measures, the Tennessee Self Concept Scale, and the Bills' Index of Adjustment and Values, in addition to the Omnibus Personality Inventory. Cooperating teachers and university supervisors rated student teachers by means of the Professional Judgment of Student Teacher Compentence Scale. The report justified the conclusion that positive self-concepts were significantly related to success in elementary student teaching.

Garvey (1970) compared scores on the Tennessee Self Concept Scale with letter grades assigned by supervisors after the student teaching experience. Those seniors rated high in student teaching reported higher self-concepts. These findings merely confirmed what teacher educators and supervisors had long suspected--that success in student teaching was affected, but not necessarily determined, by a positive view of oneself, lack of confusion in self-perception, and good adjustment.

A study by Kerber (1968) used video tape equipment during the job phase of teacher education and reviewed its effect on the self-concepts of student teachers. A version of the Kelly Repertory Test and the Cantril Self-Anchoring Striving Scale, in addition to video taping, and a directed interview of each subject with the college coordinator was used. There was little discernible modification in the self-concepts of student teachers following the student teacher's viewing of six, 15 minute taped segments of one's own teaching.

As concluded by Dumas (1969), the presence of cooperating teachers a majority of time during student teaching tended to be associated with an improving self-concept by student teachers; as conversely, the

absence of the cooperating teacher a majority of the time tended to be associated with negligible or negative changes in self-concept.

Training for Self-Actualization

Several studies attempted to determine if student teachers taking courses in human relations, self-study, sensitivity training, or humanistic education would show any changes in their self-concept.

Exposing student teachers to human relations training along with their student teaching experience, Acklen (1975) found that participants showed higher significant gains in self-concept as measured by the Tennessee Self Concept Scale. When compared to the control group of student teachers who received no human relations training, results indicated that student teachers receiving human relations training made significantly greater gains in self-concept.

In contrast, Minter (1970) conducted a study to assess the change in self-esteem of preservice teachers as a result of their participation in a planned program of sensitivity training designed to increase self-understanding and human relations skills. Using the Minnesota Teacher Attitude Inventory, the Tennessee Self Concept Scale, and the Authoritarian Personality Test, it was found that no significant differences existed between the experimental and control groups as a result of the sensitivity training.

Brook (1969) was also interested in using sensitivity training to influence self-concept. Through the use of laymen and Episcopal priests as subjects, self-concept was evaluated by the Tennessee Self Concept Scale. The conclusion of the study was that participants did not

significantly alter their perceptions of themselves as a result of the sensitivity training.

Using a seven point semantic differential scale to determine the effects of courses in humanistic education on the self-perceptions of student teachers, DeMarte and Sorgman (1973) found that students completing a course in humanistic education perceived their "teaching self" as better adjusted to the environment and more capable of doing something about it than student teachers without a course in humanistic education.

In agreement, McClain (1970) devised a mental health course for teachers in training that focused especially on personal growth and self-actualization through increased self-understanding. After pretesting and posttesting with the Personal Orientation Inventory, McKinney Sentence Completion Blank, and Bills' Index of Adjustment and Values, it was established that the experiences of the mental health course helped the students make progress toward self-fulfillment and helped to produce more accurate self-concepts. McClain felt that when the experiences of a training course have facilitated realistic self-perceptions, it followed that student behavior should become more effective.

Role Conflict

Walberg has become known in the field of self-concept for his work with role conflict. Walberg (1967a) used a questionnaire to examine the difference in self-conceptions of student teachers according to their year in college and the amount of supervised experience with

children. Groups of elementary and secondary men and women were analyzed separately. Antitheses were discovered between the role of practice teaching experience and factors in self-conception. These antitheses suggested that the initial teaching experience was likely to be conflict laden and anxiety producing. Providing the student with teaching experience in small amounts during the early college years might make the transition from student to teacher less difficult.

To determine how prospective teachers see themselves, Walberg (1967b) used a semantic differential questionnaire. This study suggested that student teachers did not see themselves in the same dimensions that pupils saw teachers. Nor did they see themselves in the same dimensions as they saw school teachers in general. Education students first thought about school teachers in terms of their general goodness and secondly in terms of the various forms of rigidity. But when student teachers rated themselves in the role of teachers, they invoked empathy, emotional reserve, and intellectual caution. These findings were interpreted in terms of the theory of role conflict between personality needs (to establish rapport with children) and role demands (to establish authority and discipline in the professional role of a teacher during practice teaching).

The hypothesis was proposed that conflict between personality and role lowered self-conception in teachers (Walberg, 1968). After the first experience in practice teaching, novices were expected to feel less confident, more distant from pupils, and less understanding and competent in the professional role of the teacher. Using the semantic differential scales and bipolar phrase scales, significant declines in self-ratings occurred, and the hypothesis was supported. The findings

suggested that personality role conflict and lowered self-concept might account for the high dropout rate of teachers during their first year in the profession.

A Look at Today's Candidates

It is always intriguing to look at today's teacher candidates who must compete for limited teaching positions and compare them with those who entered the job market under more optimistic circumstances. Using the Tennessee Self Concept Scale on students seeking certification at the elementary and secondary level, Kachaturoff and Romatowski (1977) found that a majority of the subjects in this study had a supportive attitude towards children and schools. A very high percentage of subjects had positive feelings about themselves, had integrated personalities, and related well to others. It suggested that today's teacher candidates out performed those who entered the job market under more optimistic circumstances in attitude and self-concept.

Conclusions

The research on student teacher self-concept is inconclusive, but it does demonstrate that the concept a person holds about himself is an important determinant of behavior. In an effort to examine the relationship between self-esteem of elementary and secondary school pupils in relation to their teachers' self-evaluations, Blume (1965) found that when teachers had high self-esteem, their students were influenced to rate themselves in a positive manner too. In agreement, Spaulding (1965) found that the self-concepts of elementary school children were apt to be higher and more positive in classrooms in which

the teacher was well rounded, flexible, and learner supportive. What this seems to suggest is that the teacher becomes a role model for students, and thus, the pupils ultimately reflect those personal characteristics most dominant in the teacher.

Teacher education programs must be deeply concerned with the kinds of self-concepts students are developing. To create an effective teacher, self-concept development programs should be recognized as a significant segment of the training program. Research workers need to seek additional information concerning the kinds of self-perceptions characteristic of good teachers, examine teacher education curricula, and study such issues as specific variables which change or influence self-concept, practice teaching, school placements, supervisory practices, human relations/self-actualization courses, and sensitivity training.

Perhaps more knowledge about self-concept and its application to teacher education programs can assist in fulfilling the mission of creating effective practitioners.

CHAPTER III

METHODS AND PROCEDURES

Overview

The purpose of this study was to determine whether a relationship existed between the Childhood Education Program at the University of Florida and the self-concepts of students enrolled in that program. Self-concept was measured by the Tennessee Self Concept Scale (Fitts, 1965).

This chapter describes the hypotheses which were tested, subjects, instrumentation, and data analyses.

Hypotheses

Hypothesis 1.
The Childhood Education Program will improve self-concept.

Hypothesis 2.
A significant difference in self-concept will exist between Team II and Team IV students in the Childhood Education Program.

Hypothesis 3.
There will be no significant difference in self-concepts between students working with different seminar leaders.

Hypothesis 4.
The fewer number of seminar leaders to whom a student has been assigned, the higher will be the student's level of self-concept.

Subjects

The subjects were confined to a total of 236 students who were enrolled in the Childhood Education Program at the University of Florida during the spring and fall quarters of 1979. Of the 236 participants, 121 were students enrolled in Team II, and 115 were students enrolled in Team IV.

Students participating in this research were grouped according to the following variables: team; number of quarters in the Childhood Education Program; present seminar leader; and number of seminar leaders to whom they had been previously assigned. For statistical purposes, students having been enrolled in the program longer than the normal completion time of six quarters were placed in a group designated as "Quarter 7." Students having more than one seminar leader were grouped together in the category designated as "2 or more seminar leaders." It must be noted that for computation of the number of quarters a student participated as a member of the Childhood Education Program, the summer quarter as well as the fall, winter, and spring quarters was included. According to the guidelines of the Childhood Education Program, Team II students are assigned to a seminar leader during their first quarter in the program while Team IV students are not assigned to a seminar leader until their second quarter in the program. Therefore, in determining the number of seminar leaders to whom a student had been assigned, the calculations began with the first quarter in the program for Team II and the second quarter in the program for Team IV. The summer quarter seminar leader was eliminated in determining the number of seminar leaders to whom a student had been assigned due to the

reduction of faculty during the summer quarter and the resulting necessity to shift students to other seminars for this quarter only.

A statistical description of the Childhood Education Program students who participated in this research is presented in Table 2 through Table 8.

Instrumentation

The greatest difficulty in measuring the self-concept results from the fact that each person's self-concept is private and personal. Certainly a complication in self-concept measurement has been the number of measuring devices that currently exist.

Several problems involved in the measurement of self-concept, most of which are common to all psychological testing, seem to be fairly well controlled in the Tennessee Self Concept Scale. Specifically, these are the vocabulary level of the items, the difficulty of instructions, the mechanics of the answer sheet, and the time required for administration and scoring relative to the information derived. Though subject to the limitations of any paper and pencil type scale, the Tennessee Self Concept Scale is nevertheless applicable to a broad range of people. It yields a number of measures and scores and is well standardized. Its chief advantage is that it is now widely used in self-concept research. This makes the data from many different studies comparable and greatly facilitates the integration and collation of findings in this area.

Fitts, Adams, Radford, Richard, Thomas, Thomas, and Thompson (1971) stated, "Our position is that carefully designed self-report measures

TABLE 2

NUMBER OF STUDENTS PER QUARTER
FOR TOTAL POPULATION

Quarters Enrolled	Students Per Quarter		
	Team II	Team IV	Total
1	35	12	47
2	11	23	34
3	11	12	23
4	17	15	32
5	22	17	39
6	11	19	30
7 or more	14	17	31
	121	115	236

TABLE 3

NUMBER OF STUDENTS PER QUARTER BY SEMINAR GROUPING
FOR TEAM II

Seminar	Quarter							Total
	1	2	3	4	5	6	7 or beyond	
A	17	2	-	-	-	-	-	19
B	1	2	4	6	7	3	1	24
C	-	7	2	3	5	1	6	24
D	7	-	4	6	5	1	-	23
E	-	-	-	-	-	5	4	9
F	10	0	1	2	5	1	3	22

TABLE 4

NUMBER OF STUDENTS PER QUARTER BY SEMINAR GROUPING
FOR TEAM IV

Seminar	Quarter							Total
	1*	2	3	4	5	6	7 or beyond	
G	-	3	2	1	3	4	9	22
H	-	4	5	3	7	4	-	23
I	-	5	1	2	4	1	2	15
J	-	5	3	6	1	6	3	24
K	-	6	1	3	2	4	3	19

*In Team IV, Quarter 1 students are not placed in a seminar until their second quarter in the Childhood Education Program.

TABLE 5

NUMBER OF SEMINAR LEADERS PER STUDENT
FOR TEAM II

Quarters Enrolled	Seminar Leaders	
	1	2 or more
1	35	-
2	11	-
3	6	5
4	9	8
5	10	12
6	6	5
7	9	5
	86	35

TABLE 6

NUMBER OF SEMINAR LEADERS PER STUDENT
FOR TEAM IV

Quarters Enrolled	Seminar Leaders	
	1	2 or more
1*	-	-
2	23	-
3	12	-
4	13	2
5	16	1
6	10	9
7	12	5
	86	17

*In Team IV, Quarter 1 students are not placed in a seminar until their second quarter in the Childhood Education Program.

TABLE 7

NUMBER OF SEMINAR LEADERS PER STUDENT GROUPED BY PRESENT LEADER AND QUARTER IN PROGRAM FOR TEAM II

Seminar	A		B		C		D		E		F	
Number Seminar Leaders	1	2*	1	2*	1	2*	1	2*	1	2*	1	2*
Quarter in Program												
1	17	-	1	-	-	-	7	-	-	-	10	-
2	2	-	2	-	7	-	-	-	-	-	-	-
3	-	-	4	-	2	-	-	4	-	-	-	1
4	-	-	6	-	3	-	-	6	-	-	-	2
5	-	-	6	1	4	1	-	5	-	-	-	5
6	-	-	2	1	1	-	-	1	3	2	-	1
7 or more	-	-	1	-	6	-	-	-	2	2	-	3

*2 or more seminar leaders.

TABLE 8

NUMBER OF SEMINAR LEADERS PER STUDENT GROUPED BY PRESENT LEADER AND QUARTER IN PROGRAM FOR TEAM IV

Seminar	G		H		I		J		K	
Number Seminar Leaders	1	2*	1	2*	1	2*	1	2*	1	2*
Quarter in Program										
1**	-	-	-	-	-	-	-	-	-	-
2	3	-	4	-	5	-	5	-	6	-
3	2	-	5	-	1	1	3	-	1	-
4	1	-	2	1	1	-	6	-	3	-
5	3	-	6	1	4	-	1	-	2	-
6	2	2	-	4	1	-	3	3	4	-
7 or more	6	3	-	-	2	-	3	-	1	2

*2 or more seminar leaders.

**In Team IV, Quarter 1 students are not placed in a seminar until their second quarter in the Childhood Education Program.

currently provide the best way of assessing the self-concept particularly of groups" (p. 30).

Busby, Combs, Blume, Avila, and Oberlin (1974) reported the results of a study comparing the Childhood Education Program in its experimental stages with the traditional teacher education program at the University of Florida. The Tennessee Self Concept Scale was used as the measuring device. In assessing the self-concept of students used in this research, it was this testing instrument which was chosen.

Each student in this study was administered the counseling form of the Tennessee Self Concept Scale during a seminar meeting. Using the 100 self-descriptive statements of the Tennessee Self Concept Scale, the student portrays a picture of himself. This self-portrayal is accomplished by the following responses: completely false, mostly false, partly false, mostly true, and completely true. Makeup tests were given at a later date to those students who were not in attendance at that particular seminar.

Since the Tennessee Self Concept Scale is a self-administered test, it requires no instructions beyond those on the inside cover of the test booklet. Uniformity of administration, therefore, did not pose a problem. Most subjects complete the scale in about 10 to 20 minutes with the mean time about 13 minutes.

In addition to the Tennessee Self Concept Scale, each student completed a questionnaire describing the number of quarters he had been enrolled in the Childhood Education Program and naming the corresponding seminar leader during each quarter (see Appendix A). Students were offered feedback about their results on the Tennessee Self Concept Scale several weeks after the test administration.

Data Analyses

An experimental design was used with the independent variables being team, current seminar leader, number of previous seminar leaders, and the number of quarters a student had been enrolled in the Childhood Education Program. The dependent variables used in this research included the row and column subscores and the total score from the Tennessee Self Concept Scale (see Appendix B).

The data were analyzed using analysis of variance. This was computed separately for the combined row scores of identity, self-satisfaction, and behavior, and for the combined column scores of physical self, moral-ethical self, personal self, family self, and social self. The row scores represent an internal frame of reference within which the student describes himself. The column scores represent an external frame of reference for the student to describe himself. If these variables proved significant at the $p < .05$ level, a dependent t test would be performed. In addition, a linear trend analysis was used since a direction of change was detected from an examination of the data.

CHAPTER IV

ANALYSES OF RESULTS

The purpose of this study was to investigate the self-concepts of students in the Childhood Education Program at the University of Florida through the administration of the Tennessee Self Concept Scale.

In analyzing Hypothesis 1, Hypothesis 2, and Hypothesis 4, analysis of variance was computed for the combined row scores of identity, self-satisfaction, and behavior, and for the combined column scores of physical self, moral-ethical self, personal self, family self, and social self. A linear trend analysis was also performed for Hypothesis 1. For Hypothesis 3, an analysis of variance was employed by using the total score from the Tennessee Self Concept Scale. The acceptable level of significance for all analyses was $p < .05$.

Findings Related to the Hypotheses

Hypothesis 1.

> The Childhood Education Program will improve self-concept.

Hypothesis 1 was treated by grouping students according to the number of quarters they had been enrolled in the Childhood Education Program. If this hypothesis was not to be rejected, self-concept scores would be significantly higher as the number of quarters a student had been a member of the Childhood Education Program increased.

Table 9 lists the total population means and standard deviations on each of the variables from the Tennessee Self Concept Scale. The table has been categorized according to the number of quarters a student had been enrolled in the Childhood Education Program.

Table 10 reports the analysis of variance using the number of quarters the students had been enrolled in the Childhood Education Program as the independent variable and the dependent variables from the Tennessee Self Concept Scale of identity, self-satisfaction, and behavior. After classifying self-concept scores according to the number of quarters the students had been enrolled in the Childhood Education Program, each team scores were viewed separately and the team scores were viewed as a combination. The effect of quarter in the program across teams was also studies. No significant differences at $p < .05$ were noted.

Table 11 reports the analysis of variance using the number of quarters the students had been enrolled in the Childhood Education Program as the independent variable and the dependent variables from the Tennessee Self Concept Scale of physical self, moral-ethical self, personal self, family self, and social self. No significant differences at $p < .05$ were found when each team was viewed separately or when they were combined. Also, no differences were found when the number of quarters was compared across teams.

The results have indicated that no differences in self-concept were detected using analysis of variance. However, by examining the mean scores from the Tennessee Self Concept Scale, it did appear that self-concept scores were higher during some later quarters. For that reason, a linear trend analysis was conducted. If there is a significant trend in the data, self-concept scores should increase across

TABLE 9

MEANS AND STANDARD DEVIATIONS OF VARIABLES FROM TENNESSEE SELF CONCEPT SCALE BY QUARTER FOR TOTAL POPULATION

Variables	Quarters						
	1	2	3	4	5	6	7 or more
Identification							
$\bar{X}$	130.49	130.65	127.60	132.25	131.74	130.83	131.58
SD	8.15	11.66	7.53	8.99	9.06	7.24	7.42
Self-Satisfaction							
$\bar{X}$	109.21	112.21	111.48	114.28	115.79	111.17	113.81
SD	13.35	15.62	10.06	16.15	12.76	14.11	11.14
Behavior							
$\bar{X}$	113.28	117.29	116.91	116.13	117.59	117.50	117.06
SD	9.59	11.46	8.94	12.33	9.58	9.12	8.96
Physical Self							
$\bar{X}$	68.55	70.29	68.61	70.88	70.18	69.97	69.68
SD	7.19	8.97	7.74	9.65	7.10	7.09	7.41
Moral Self							
$\bar{X}$	72.49	73.09	71.87	74.56	75.79	72.53	73.48
SD	7.09	9.37	6.10	8.75	7.01	8.13	8.41
Personal Self							
$\bar{X}$	67.55	69.32	69.13	69.09	69.77	69.63	70.42
SD	6.63	7.69	6.02	8.01	6.07	6.06	5.15

TABLE 9

Continued

Variables	Quarters						
	1	2	3	4	5	6	7 or more
Family Self							
$\bar{X}$	73.77	74.44	74.96	75.38	76.49	75.53	75.00
SD	7.13	7.91	5.20	7.05	7.07	7.03	6.88
Social Self							
$\bar{X}$	70.59	73.00	71.43	72.75	72.89	71.83	73.87
SD	6.13	7.68	5.70	9.14	7.06	6.47	6.02
Total Score							
$\bar{X}$	352.96	360.15	356.00	362.66	365.13	359.50	362.45
SD	26.78	34.87	22.56	34.49	26.89	26.63	22.25

TABLE 10

SELF-CONCEPT BY NUMBER OF QUARTERS IN CHILDHOOD EDUCATION PROGRAM: COMBINED VARIABLES OF IDENTITY, SELF-SATISFACTION, AND BEHAVIOR SCORES FROM TENNESSEE SELF CONCEPT SCALE

Source	SS	df	MS	F	F Prob.
Team	69.23	1	69.23	.25	.61
Quarter	1269.12	6	209.85	.77	.59
Team/Quarter	1005.15	6	167.53	.62	.72

TABLE 11

SELF-CONCEPT BY NUMBER OF QUARTERS IN CHILDHOOD EDUCATION PROGRAM: COMBINED VARIABLES OF PHYSICAL, MORAL-ETHICAL, PERSONAL, FAMILY, AND SOCIAL SELF SCORES FROM TENNESSEE SELF CONCEPT SCALE

Source	SS	df	MS	F	F Prob.
Team	42.04	1	42.04	.26	.61
Quarter	760.15	6	126.69	.78	.59
Team/Quarter	603.35	6	100.56	.62	.72

quarters. Table 12 reports the linear trend analysis for each of the variables on the Tennessee Self Concept Scale. It can be concluded that the means on the subscores and total score are not linearly related and therefore there is no relationship between self-concept and the number of quarters students have been enrolled in the Childhood Education Program.

By reason of the data which demonstrate that students experienced no changes in self-concept as a result of the number of quarters they had been enrolled in the Childhood Education Program, Hypothesis 1 is rejected.

Hypothesis 2.

> A significant difference in self-concept will exist between Team II and Team IV students of the Childhood Education Program.

Hypothesis 2 sought to investigate the difference between the self-concepts of students registered in Team II and students registered in Team IV of the Childhood Education Program. Table 13 displays the means and standard deviations for Team II and Team IV students on each of the variables from the Tennessee Self Concept Scale.

Using analysis of variance, Table 14 demonstrates that no significant difference exists at $p < .05$ between Team II and Team IV students on the combined variables of identity, self-satisfaction, and behavior.

Table 15 presents the results, using analysis of variance, between Team II and Team IV students on the combined variables of physical self, moral-ethical self, personal self, family self, and social self. There is no significant difference at $p < .05$ between Team II and Team IV students on these variables as well.

TABLE 12

LINEAR TREND ANALYSIS OF TENNESSEE SELF CONCEPT SCALE VARIABLES

Variables	MS_{lin}	MS_{error}	F*
Identification	65.33	76.81	.8505
Self-Satisfaction	47.11	184.49	2.55
Behavior	302.57	101.94	2.97
Physical Self	34.95	62.27	.5613
Moral-Ethical Self	54.71	62.49	.956
Personal Self	153.54	43.77	3.508
Family Self	96.91	49.31	1.97
Social Self	129.36	48.30	2.65
Total Score	2232.38	803.97	2.77

*Level of significant at $p < .05$ is $F = 3.89$.

TABLE 13

MEANS AND STANDARD DEVIATIONS OF VARIABLES FROM TENNESSEE SELF CONCEPT SCALE BY TEAM

Variables	Team II		Team IV	
	$\bar{X}$	SD	$\bar{X}$	SD
Identity	131.05	7.97	130.67	9.52
Self-Satisfaction	112.82	12.52	112.15	14.68
Behavior	116.21	9.27	116.48	10.93
Physical Self	69.21	7.37	70.25	8.29
Moral-Ethical Self	73.72	7.33	73.23	8.49
Personal Self	68.98	5.98	69.38	7.20
Family Self	75.41	6.39	74.63	7.57
Social Self	72.75	6.57	71.79	7.38
Total Score	360.08	25.71	359.29	30.91

TABLE 14

SELF-CONCEPT DIFFERENCE BETWEEN TEAM II AND TEAM IV: COMBINED VARIABLES OF IDENTITY, SELF-SATISFACTION, AND BEHAVIOR SCORES FROM TENNESSEE SELF CONCEPT SCALE

Source	SS	df	MS	F	F Prob.
Team	12.17	1	12.17	.05	.83

TABLE 15

SELF-CONCEPT DIFFERENCE BETWEEN TEAM II AND TEAM IV: COMBINED VARIABLES OF PHYSICAL, MORAL-ETHICAL, PERSONAL, FAMILY, AND SOCIAL SELF SCORES FROM TENNESSEE SELF CONCEPT SCALE

Source	SS	df	MS	F	F Prob.
Team	7.47	1	7.47	.05	.83

Hypothesis 2 is rejected because the analyses yielded no significant differences in self-concept between Team II and Team IV students of the Childhood Education Program.

Hypothesis 3.

> There will be a significant difference in self-concepts among students working with different seminar leaders.

Hypothesis 3 was investigated using the total score from the Tennessee Self Concept Scale as the dependent variable and each seminar grouping as the independent variable.

Table 16 lists the means and standard deviations of the total score from the Tennessee Self Concept Scale for each seminar grouping.

Using analysis of variance, there were no significant differences in self-concept at $p < .05$ among students working with different seminar leaders. Table 17 presents this information.

Hypothesis 3 is rejected because the evidence indicates that no differences in self-concepts exist among students working with different seminar leaders.

Hypothesis 4.

> The fewer number of seminar leaders to whom a student has been assigned, the higher will be the student's level of self-concept.

Hypothesis 4 was tested by grouping students according to the number of seminar leaders to whom they had been assigned since their initial enrollment in the Childhood Education Program. For statistical purposes, students having two or more seminar leaders were classified together.

TABLE 16

MEANS AND STANDARD DEVIATIONS OF TOTAL SCORE FROM TENNESSEE SELF CONCEPT SCALE BY SEMINAR LEADER

Seminar	$\bar{X}$	SD
Team II		
A	361.89	29.16
B	363.25	24.65
C	362.21	23.49
D	357.96	28.88
E	357.00	8.9
F	356.23	28.79
Team IV		
G	357.18	28.48
H	351.17	25.20
I	368.53	29.18
J	355.79	33.99
K	374.05	31.91

TABLE 17

SELF-CONCEPT DIFFERENCE BETWEEN SEMINAR LEADERS USING TOTAL SCORE FROM TENNESSEE SELF CONCEPT SCALE

Source	SS	df	MS	F	F Prob.
Seminar	24,874.58	9	802.41	1.00	.47

Table 18 presents the means and standard deviations of the variables on the Tennessee Self Concept Scale according to the number of seminar leaders to whom students have been assigned. This table includes the total population.

Analysis of variance for the combined variables of identity, self-satisfaction, and behavior is reported in Table 19. When classifying self-concept scores according to the number of seminar leaders to whom a student has been assigned, there were no significant differences between Team II and Team IV or between students with one or more seminar leaders. Also no differences were found when students with one or more than one seminar leader were compared across teams. This lack of significance was also found for the dependent variables of physical self, moral-ethical self, personal self, family self, and social self. Table 20 presents this information.

Hypothesis 4 is therefore rejected because no significant differences were found in self-concept between students having one seminar leader and those students having more than one seminar leader.

Summary of Results

Hypothesis 1. Rejected

The Childhood Education Program will improve self-concept.

Hypothesis 2. Rejected

A significant difference in self-concept will exist between Team II and Team IV.

TABLE 18

MEANS AND STANDARD DEVIATIONS FOR TOTAL POPULATION OF VARIABLES FROM TENNESSEE SELF CONCEPT SCALE ACCORDING TO NUMBER OF SEMINAR LEADERS

Variables	Number of Seminar Leaders			
	1		2 or more	
	$\bar{X}$	SD	$\bar{X}$	SD
Identity	131.08	8.78	130.35	8.42
Self-Satisfaction	112.95	13.56	112.35	12.59
Behavior	116.37	10.05	116.73	9.85
Physical Self	69.74	7.99	69.85	7.13
Moral-Ethical Self	73.68	7.68	73.04	8.40
Personal Self	69.38	6.61	69.19	6.07
Family Self	75.14	6.99	74.98	6.78
Social Self	72.47	6.78	72.37	7.72
Total Score	360.40	28.36	359.42	26.86

TABLE 19

SELF-CONCEPT BY NUMBER OF SEMINAR LEADERS: COMBINED VARIABLES OF IDENTITY, SELF-SATISFACTION, AND BEHAVIOR SCORES FROM TENNESSEE SELF CONCEPT SCALE

Source	SS	df	MS	F	F Prob.
Team	42.60	1	42.60	.16	.69
Seminar	42.98	1	42.98	.16	.69
Team/Seminar	137.68	1	137.68	.52	.47

TABLE 20

SELF-CONCEPT BY NUMBER OF SEMINAR LEADERS: COMBINED VARIABLES OF PHYSICAL, MORAL-ETHICAL, PERSONAL, FAMILY, AND SOCIAL SELF SCORES FROM TENNESSEE SELF CONCEPT SCALE

Source	SS	df	MS	F	F Prob.
Team	25.56	1	25.56	.16	.69
Seminar	25.79	1	25.79	.16	.69
Team/Seminar	82.61	1	82.61	.52	.47

Hypothesis 3. Rejected

There will be a significant difference in self-concepts between students working with different seminar leaders.

Hypothesis 4. Rejected

The fewer number of seminar leaders to whom a student has been assigned, the higher will be the student's level of self-concept.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Purpose

During the past 10 to 15 years, teacher educators have increasingly devoted their attention to the dilemma of identifying what makes a good teacher. The identification of these characteristics holds great impact for the structure of teacher education programs. Accepting the challenge to resolve this dilemma, Combs conducted research at the University of Florida on members of the helping professions: teachers, nurses, counselors, and Episcopal priests. He found that the distinctions between effective and ineffective practitioners could be made on the basis of the perceptions they held about themselves and others. "Whether an individual will be an effective teacher depends fundamentally on the nature of his private world of perceptions. It follows that the perceptual world of the student must be a matter of vital concern to teacher-education programs" (Combs, Blume, Newman, & Wass, 1974, p. 21). Wass, Blume, Combs, and Hedges (1974) stated, "Good teachers can be clearly distinguished on the basis of how they perceive themselves. Good ones tend to see themselves in positive ways while poor ones see themselves in negative fashion" (p. 3).

The Childhood Education Program is an attempt to incorporate these principles into a teacher training program. One of the major goals of

this form of teacher education is to produce teachers who have positive self-concepts. Combs, Blume, Newman, and Wass (1974) stated, "Helping to build up students' self-concepts is a responsibility of every member of the teacher-preparation faculty" (p. 93).

Because the development of self-concept is a fundamental building block of the Childhood Education Program, the purpose of this research was to investigate the relationship between the Childhood Education Program and the self-concepts of its students. This research seems to be important because data did not exist as to how students perceived themselves as they advanced through this humanistic teacher education curriculum.

The following hypothese were tested:

Hypothesis 1. The Childhood Education Program will improve self-concept.

Hypothesis 2. A significant difference in self-concept will exist between Team II and Team IV students of the Childhood Education Program.

Hypothesis 3. There will be a significant difference in self-concepts among students working with different seminar leaders.

Hypothesis 4. The fewer number of seminar leaders to whom a student has been assigned, the higher will be the student's level of self-concept.

Review of the Literature

The review of the literature revealed that self-concept is an important determiner of behavior. Various studies have examined the effects of student teaching upon self-concept, the consequences of

socioeconomic grouping on the self-concept, and the results of differing supervisory styles on the self-concept. Other research has studied the manner in which self-concept is actuated by teaching different age groups, training for self-actualization, and role conflict. Interestingly enough, several studies have proposed that the self-concept of the teacher in the classroom acts as a role model for the students.

Although there was a scarcity of studies in the area of self-concept in teacher education programs, the results of those available are inconclusive. Researchers need to seek additional information concerning the self-perceptions of good teachers, scrutinize the differing curricula of teacher education programs, and identify the variables which change or influence self-concept.

Design of the Study

The subjects in this study consisted of 236 students from the Childhood Education Program at the University of Florida. The participants were classified according to the following independent variables: team; number of quarters in the Childhood Education Program; present seminar leader; and number of seminar leaders to whom they had been assigned since their initial enrollment in the program. The subscores from the Tennessee Self Concept Scale were utilized in determining how students perceived themselves. These subscores were the dependent variables for this research design.

Analysis of variance and a linear trend analysis were the statistical procedures used to analyze the data. If the analysis had proven significant at $p < .05$ level, a dependent t test would have been performed.

Findings and Conclusions

Hypothesis 1 was rejected. There were no significant changes in self-concept as a result of the number of quarters students had been enrolled in the Childhood Education Program. This finding held true when each team was viewed separately or the teams were combined.

Hypothesis 2 was rejected. A statistically significant difference was not found between the self-concept scores of students in Team II and those in Team IV.

Hypothesis 3 was rejected. The evidence suggested that no significant differences in self-concept existed among students working with different seminar leaders.

Hypothesis 4 was rejected. No significant difference was found in the self-concept scores of students who were assigned to one seminar leader and those students having more than one seminar leader since their initial enrollment into the Childhood Education Program.

Discussion of the Data

Although Team II and Team IV were established under the same humanistic philosophy, differences existed between the teams on several components. These differences were specifically the entrance into the seminar, community experience, and the retreat. Even with the dissimilarity of components, no significant differences in self-concept were found between Team II and Team IV.

It had been postulated that the Childhood Education Program would improve the self-concepts of its students. This hypothesis was tested by determining if self-concept scores improved the longer a student

was enrolled in the Childhood Education Program. This research revealed that no significant differences in self-concept resulted from the length of time a student spent within the program.

The seminar, a home base for teacher trainees, is regarded as one of the highlights of the Childhood Education Program. "The seminar is the heart of the program. It is here that the student develops a close relationship with a faculty member, one who knows him well over the entire period of his professional program" (Blume, 1971, pp. 413-414). Students are assigned to an ongoing seminar upon entry or shortly thereafter. The goal is for the student to maintain the same seminar leader for the duration of enrollment. As Wass et al. (1974) stated, "When an education venture expects its students to change, it needs to build in a component of security and warmth to give them a feeling of stability. In this program the seminar is the primary psychological support system for the students" (p. 20). Although the literature states that seminars were designed to improve the self-concepts of its participants, the statistical analyses of this study have shown that no significant differences in self-concept were found between students having one or more seminar leaders and that having the same seminar leader over time does not improve or hinder a student's self-concept. In addition, no differences in self-concept were found among students presently assigned to different seminar leaders.

Because no significant differences in self-concept were found, it might be stated that this result is not meaningful since paper and pencil self-report instruments are an inferior judge of self-concept. The researcher, however, concluded that the Tennessee Self Concept Scale was the best pencil and paper group instrument available for this

study. The Tennessee Self Concept Scale controls for many problems which are common to all psychological testing. Specifically, these are the vocabulary level of the items, the difficulty of instructions, the mechanics of the answer sheet, and the time required for administration and scoring relative to the information derived. It yields a number of measures and scores and is well standardized. Its chief advantage is that it is now widely used in self-concept research and this fact makes the data from many different studies comparable. Fitts, Adams, Radford, Richard, Thomas, Thomas, and Thompson (1971) stated, "Our position is that carefully designed self-report measures currently provide the best way of assessing the self-concept particularly of groups" (p. 30). The Tennessee Self Concept Scale was used by Busby, Combs, Blume, Avila, and Oberlin (1974) when they compared the Childhood Education Program in its experimental stages with the traditional teacher education program at the University of Florida. The results of that research were positive. For this reason, the Tennessee Self Concept Scale was chosen one decade later for this study.

The Childhood Education Program has claimed since its creation that it improves the self-concepts of teacher trainees. The results of this study have found that this claim is invalid, at least as measured by the Tennessee Self Concept Scale. This is a disturbing finding for it contradicts the foundation upon which the Childhood Education Program was established. While it is beyond the scope of this study to state conclusively that no differences in self-concept appeared, some speculations can be made.

The results of this research have shown that self-concept is not affected by the seminar. This may be due to the fact that some of the

seminar leaders are not humanistically oriented. Those seminar leaders that do possess humanistic values often experience a dichotomy between the ideals of the program and the demands that reality places upon them. Academic responsibilities and the number of students assigned to each seminar leader make it difficult to maintain the personal relationships that self-concept improvement might require. As teacher trainees attempt to compete for a limited portion of the seminar leader's time and expertise, the helping relationship among students may actually not exist.

Each quarter students from the Childhood Education Program are sent to elementary schools to complete a field placement. It is hoped that they are being assigned to model teachers. Students report, however, that this is not true. Also, not all exemplary classroom teachers make good supervisors. Classroom teachers often have all the responibility they can manage dealing with the daily problems and pressures from the principal, students, and community. Placing a teacher trainee with a classroom teacher who is resentful of the added responsibility can be detrimental to self-concept, or at the very least not helpful.

The substantive areas are made up of the methods, foundations, and curriculum classes of the program. An existing problem is that the faculty varies from quarter to quarter. Because students usually spend more than one quarter completing activities within a given area, the requirements for completion that were originally determined by one leader may not satisfactorily meet the standards of another. Students report a feeling of tension and uncertainty. Students sometimes feel unsure of what will be expected of them. This uneasiness will not assist in the creation of positive self-concepts.

There have been many changes in the Childhood Education Program faculty over the past decade. Many of the individuals who enthusiastically initiated this humanistic teacher education program are no longer participants. It is therefore imperative that the philosophies and ideals of prospective faculty members be congruent with the humanistic ideals of the program. In addition, students in the Childhood Education Program are taught by faculty members who reside in different departments but teach courses that are required of all students.

An individual's self-concept is not an easily changed construct. Self-concept is formed at an early age. It continues to be shaped and modified as the individual encounters new situations. College students may be more resistant to change than younger students because their self-concepts are the result of many years of conditioning. Perhaps nothing akin to extensive therapy can alter the self-perceptions of college students. The purpose of the Childhood Education Program is to train skillful, dedicated teachers. The faculty is not qualified nor is it feasible to recommend that each faculty member set up counseling sessions in an endeavor to improve self-concepts of student teachers.

The results of this research suggest that the Childhood Education Program should take a closer look at itself before continuing to profess that the program alters the self-concepts of its students.

Recommendations for the Childhood Education Program

1. It might be advantageous to reduce the number of teacher trainees assigned to each seminar leader. Having fewer students, the

seminar leader can learn more about each student's strengths and weaknesses. Time should also be allocated so that seminar leaders can maintain weekly contact with classroom teachers who supervise students from the Childhood Education Program in their field placements. Having direct, up-to-date information, each seminar leader would be in a better position to more accurately advise and counsel teacher trainees.

2. Screening should take place for those individuals who desire to become supervising teachers. The selection process might be done through the Office of Student Teaching, a department of the College of Education, and local school principals. When supervising teachers have been selected, a training session could be scheduled to acquaint them with the structure and philosophy of the Childhood Education Program. Periodic workshops on techniques to improve supervisory strategies might also prove helpful. By giving supervising teachers additional insight into working with teacher trainees, perhaps the quality of the teacher training program would be improved.
3. A standardized syllabus of requirements could exist for each substantive area. In this way, the requirements to complete an area would remain constant regardless of the changes in faculty from quarter to quarter.
4. The philosophies of prospective faculty members and permanent faculty should be carefully examined to be sure they are congruent with the ideals of the Childhood Education Program. A humanisic teacher education program implies that faculty members play a definite role in working toward this goal.

Recommendations for Future Research

In an attempt to investigate the self-concepts of elementary education majors in the Childhood Education Program at the University of Florida, several areas have surfaced that appear worthy of examination. The following recommendations are made:

1. Using the Tennessee Self Concept Scale as the testing instrument, no relationship was found between self-concept and the Childhood Education Program. A great deal of controversy exists over paper and pencil self-report inventories such as the Tennessee Self Concept Scale. It has been stated that self-concept cannot be determined by direct examination. Self-concept can, however, be understood by using the process of inference from some form of observed behavior. This research might be repeated by using the process of inference to determine if significant differences do indeed exist in the self-concepts of teacher trainees enrolled in the Childhood Education Program at the University of Florida (Combs, Avila, & Purkey, 1971, pp. 52-54).
2. This study should be duplicated in an institution that has as its foundation a traditional teacher education curriculum. Analyses might be performed to determine if significant differences in the self-concepts of teacher trainees exist between the humanistic Childhood Education Program at the University of Florida and a teacher education program with a traditional philosophy. The results of this study will help to decide which type of curriculum has a more favorable effect on self-concept.

3. A longitudinal study might be conducted to examine the long term effects of the Childhood Education Program on the self-concepts of teacher trainees. Self-concept would be measured upon admittance, at various points in the program, and again directly before graduation.

4. A follow-up study might be conducted on the childhood education majors after they have had one year of experience as elementary classroom teachers. This research might also be extended to compare the self-concepts of other teachers who have graduated from traditional teacher education programs after one year of teaching experience. The results of this research might indicate that one type of curriculum has a greater influence on self-concept after teachers have been out in the field.

APPENDIX A

CHILDHOOD EDUCATION PROGRAM QUESTIONNAIRE

Name _____ Check: Team II _____

Team IV _____

Present Seminar Leader: _____

How many quarters have you been enrolled in the CEP Program? (Include the present quarter.) _____

Please complete the following chart. (NOTE TEAM IV: If during your first quarter you had LACEP and not a seminar, please indicate.)

NUMBER OF QTR. IN THE CEP PROGRAM	WHICH QUARTER? (FALL, WINTER, SPRING, OR SUMMER)	YEAR	NAME OF SEMINAR LEADER
1st Qtr.			
2nd Qtr.			
3rd Qtr.			
4th Qtr.			
5th Qtr.			
6th Qtr.			
7th Qtr.			
8th Qtr.			

When do you plan to do an intensive field experience? _____

DO NOT WRITE BELOW THIS LINE

TEAM _____ NO. OF QTRS. IN THE PROGRAM _____

SEMINAR LEADER PRESENTLY _____ NO. OF SEMINAR LEADERS _____

APPENDIX B

NATURE AND MEANING OF SCORES

Row Scores

The row scores represent an internal frame of reference within which the student describes himself. The row scores are comprised of identity, self satisfaction, and behavior.

1. Identity--These items represent the manner in which the student describes what he is as he sees himself.
2. Self-Satisfaction--This score denotes how the student feels about the self he perceives.
3. Behavior--The score for this variable measures the student's perception of his own behavior or the way he acts.

Column Scores

The column scores represent an external frame of reference for the student to describe himself. The column scores are comprised of physical self, moral-ethical self, personal self, family self, and social self.

1. Physical Self--The individual tells how he perceives his body, health, appearance, skills, and sexuality.
2. Moral-Ethical Self--This score describes the student's moral worth, relationship to God, feelings of being a "good" or "bad" person, and gratification with religion.

3. Personal Self--Here the individual is describing his feelings of adequacy as a person and his personal virtue.
4. Family Self--These items reflect one's feelings of adequacy and value as a member of a family or immediate group of comrades.
5. Social Self--This measures the student's feelings of adequacy in social interactions with other persons.

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BIOGRAPHICAL SKETCH

Rita Dworkin Buchoff was born September 28, 1948, in Pittsburgh, Pennsylvania. In 1970, she graduated summa cum laude from the University of Central Florida with a Bachelor of Arts degree in elementary education. She earned a Master of Education degree with a major in exceptional child education from Florida Atlantic University in 1971.

Between 1971 and 1978, Rita taught elementary school children for the Brevard County School System in Satellite Beach, Florida. She also served on many task force teams to assist in the development of curricular materials in the areas of reading, language arts, and math for elementary education. In addition, Rita taught part-time for Brevard Community College in Melbourne, Florida.

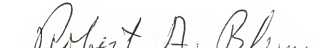
Since 1978, Rita has been enrolled in a doctoral program at the University of Florida. She has specialized in curriculum and instruction of childhood education with an emphasis on reading and language arts. During her doctoral program, she worked as a graduate assistant in the Childhood Education Program. Rita's professional affiliations include membership in Phi Delta Kappa and the International Reading Association.

Rita is married to Dr. Howard S. Buchoff. They currently reside in Miami, Florida.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Lynn C. Oberlin, Chairperson
Professor, General Teacher Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.



Robert A. Blume
Professor, General Teacher Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Charles A. Henderson
Associate Professor, Subject
Specialization Teacher Education

This dissertation was submitted to the Graduate Faculty of the Division of Curriculum and Instruction in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

December 1980

Dean for Graduate Studies and Research